

ABSTRAK

PENGEMBANGAN INSTRUMEN UNTUK MENGUKUR KEMAMPUAN DISPOSISI MATEMATIS SISWA SMA

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Penelitian ini bertujuan untuk menghasilkan instrumen untuk mengukur kemampuan disposisi matematis siswa SMA. Instrumen yang dikembangkan berbentuk tes uraian yang terdiri dari 3 paket soal dan masing-masing paket terdiri dari 10 butir soal pada materi Persamaan, Barisan dan Deret, serta Trigonometri dengan menggunakan soal-soal matematika yang berkaitan dengan masalah sehari-hari atau berkonteks kehidupan nyata (kontekstual) yang konkret. Penelitian pengembangan ini menggunakan model *Formative Research* yang terdiri dari 3 tahapan yaitu tahap pendahuluan (*preliminary*), tahap evaluasi diri (*self evaluation*), dan tahap evaluasi formatif (*formative evaluation*) yang melalui ulasan ahli (*expert reviews*) dan tes lapangan (*field test*). Instrumen yang dikembangkan diujicobakan pada 75 siswa kelas X, XI, dan XII SMA Negeri 1 Kuta Utara. Uji coba mendapatkan hasil sebagai berikut. (1) Konsistensi internal terpenuhi, paket A delapan butir konsisten, paket B sembilan butir konsisten dan paket C semua butir soal konsisten. (2) Koefisien reliabilitas paket A sebesar 0,74, paket B sebesar 0,69, paket C sebesar 0,64 yang mana semuanya termasuk kategori tinggi. (3) Indeks daya beda paket A sebesar 0,43, paket B sebesar 0,41, dan paket C sebesar 0,45 yang mana semuanya termasuk kategori sangat baik. (4) Taraf kesukaran paket A dan B 50% termasuk kategori sukar dan 50% kategori mudah, sedangkan paket C 60% termasuk kategori sukar dan 40% kategori mudah. (5) Dari hasil analisis butir fit, ketiga *item fit* terpenuhi sesuai dengan model ideal pengukuran. Kemampuan disposisi matematis siswa yang mengerjakan soal pada paket A sebanyak 13,6% siswa yang memiliki kemampuan disposisi matematis tinggi, 59,1% memiliki kemampuan disposisi matematis sedang, sedangkan 21,6% siswa memiliki kemampuan disposisi matematis rendah, pada paket B sebanyak 33% siswa yang memiliki kemampuan disposisi matematis tinggi, 52,3% memiliki kemampuan disposisi matematis sedang, sedangkan 11,4% siswa memiliki kemampuan disposisi matematis rendah, pada paket C sebanyak 67% siswa yang memiliki kemampuan disposisi matematis tinggi, 21,6% memiliki kemampuan disposisi matematis sedang, sedangkan 11,4% siswa memiliki kemampuan disposisi matematis rendah.

Kata Kunci: Pengembangan, Karakteristik, Instrumen Tes, Kemampuan Disposisi Matematis

This research aims to produce an instrument to measure the mathematical disposition abilities of high school students. The instrument developed is in the form of a description test consisting of 3 question packages and each package consists of 10 questions on Equations, Sequences and Series, and Trigonometry using mathematical questions related to everyday problems or real life contexts (concrete contextual). This development research uses the Formative Research model which consists of 3 stages, namely the preliminary stage, the self-evaluation stage and the formative evaluation stage through expert reviews and field tests. (field test). The instrument developed was tested on 75 students in classes X, XI and XII of North Kuta 1 Public High School. The trial obtained the following results. (1) Internal consistency is met, package A has eight consistent items, package B has nine consistent items and package C has all consistent items. (2) The reliability coefficient for package A is 0.74, package B is 0.69, package C is 0.64, all of which are in the high category. (3) The differential power index for package A is 0.43, package B is 0.41, and package C is 0.45, all of which are in the very good category. (4) The difficulty level for packages A and B is 50% in the difficult category and 50% in the easy category, while package C is 60% in the difficult category and 40% in the easy category. (5) From the results of the fit item analysis, the three fit items are fulfilled according to the ideal measurement model. The mathematical disposition abilities of students who worked on questions in package A were 13.6% of students who had high mathematical disposition abilities, 59.1% had moderate mathematical disposition abilities, while 21.6% of students had low mathematical disposition abilities, in package B there were 33% of students who have high mathematical disposition abilities, 52.3% have moderate mathematical disposition abilities, while 11.4% of students have low mathematical disposition abilities, in package C as many as 67% of students have high mathematical disposition abilities, 21.6% have moderate mathematical disposition ability, while 11.4% of students have low mathematical disposition ability.

Keywords: Development, Characteristics, Test Instruments, Mathematical Disposition Ability